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ABSTRACT

This guide is a basic reference tool for the paraprofessional working in a preschool Spanish/English bilingual program in a home setting. Characteristics of 3- and 4-year-olds are discussed, followed by procedures for working with parents and with children. Understanding and interpersonal rapport are stressed. A sample home interview form is included in the section on parents. A general lesson plan is also provided, and guidelines are given for preparing daily lesson plans, conducting class activities, and evaluating lessons. The coordination of this guide with the accompanying Daily Curriculum Guide and the ESL Curriculum Guide is discussed, and the rationale and objectives for the Daily Curriculum Guide are provided. Concluding the guide is a chart giving detailed instructional objectives and activities designed to meet them. (Author/AM)

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INSTRUCTIONAL GUIDE

FOR THE HOME TUTOR

FL00 6947

Spanish Dame Bilingual
Bicultural Project

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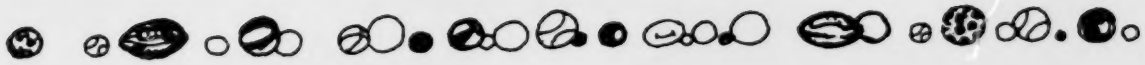
INSTRUCTIONAL GUIDE

FOR THE HOME TUTOR



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SPANISH DAME BILINGUAL BICULTURAL PROJECT

San Jose, California

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FOREWORD

Instructional Guide for the Home Tutor is part of the preschool program developed by the Spanish Dame Bilingual Bicultural Project, Office of the Santa Clara County Superintendent of Schools, San José, California. It is a basic reference tool for the paraprofessional working with preschool children in a home setting. Other titles in the program are listed at the end of this manual.

The Spanish Dame publications are part of a continuing effort by the Dissemination Center for Bilingual Bicultural Education to provide relevant materials to bilingual projects across the nation. Requests for information concerning these titles and others should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

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CHARACTERISTICS OF THREE AND FOUR YEAR OLDS

THREE- AND FOUR-YEAR OLDS

Here are some characteristics which a three- or four-year old may display. There is no way to accurately describe any developmental stage as most children seem to display characteristics of many stages at one time. You may want to imagine growth as a spiral. For example, a four-year-old on one day may behave like a two-year-old, but respond to questions in class like a five-year-old.

Three-Year-Olds

- Increased motor ability, greater independence, and self-assurance. "I'll do it myself." Energetic, enthusiastic. Tries new ways of doing things.
- Growing awareness of people as persons rather than as material. People become important to him. Likes to make friends; may have a special friend.
- Growing awareness of himself as a member of a group. Learns to wait for a turn. May play in small groups for a while, then leaves for a more interesting activity.
- Tremendous increase in vocabulary and ability to use language. Engages in dramatic play, dress-up games. Vocabulary: approximately 1,000 words.
- If his environment and the adults around him are warm and understanding, he can feel confident to express how he feels outwardly.
- Begins to understand his environment through sensory experiences and manipulation of materials.
- Lives in the here and now.[1]

Four-Year-Olds

- Curiosity - explores his world

  (a) His attention span is short; he switches his focus from one object to another.

(b) His view of his world and the reflections which pass through his colorful imagination are unrealistic.

(c) Reality and fantasy often merge into one so his descriptions are embellished.

(d) He has not made a strict separation between the "I" and his surroundings; he sees himself as part of the harmonious whole. His perspective is global.

- His Way of Thinking

(a) His interest is in the whole, not its details.

(b) His thinking is more concrete, not abstract.

(c) He does not grasp the concept of time lapse; everything happens in the "now". He combines the past and future in the present; however, he has a clear understanding of the sequence of daily events.

- Affection

(a) He has a need to feel wanted and accepted at all times; he needs to know those who surround him, who care for him.

(b) He begins to have a notion of himself as an individual with a unique personality so his first attempts to express that individuality should be received in an atmosphere of acceptance.

(c) His intellectual and physical growth may be impaired if serious damage is caused by lack of affection and acceptance.

(d) At this stage it is often difficult for him to deal with other children as rivals.

- Physical Development

His physical development must be constantly observed because an abnormality can be either cause or effect of intellectual and emotional difficulties.[2]

WORKING WITH PARENTS

GENERAL PROCEDURES

- Consistently make the Host Mother responsible for one activity in the day's lesson. When she has mastered presenting one activity, teach her to work with another.

- Be sure that the Host Mother participates actively in the ESL lessons and that she repeats your models with the children, particularly if she speaks only Spanish.

- Invite parents to pre- and inservice training sessions held for Home Tutors. Another possibility for involving parents is to have the Home Tutors deliver weekly in-service sessions designed to train mothers to work with children. Topics could include early childhood development, health and nutrition. and effective parent involvement during preschool and school years.

- Make regular home visits, if possible. Try to visit when the father is present to hear about his child's progress.

COMO PUEDEN LOS PADRES AYUDAR A SUS NIÑOS

Muy a menudo los padres prequntan cómo pueden ayudar a sus niños. He aquí unas sugerencias de la Asociación de California para la Educación Preescolar.

Ustedes pueden ayudar a su niño a hacerse independiente en:

1. Vestirse solo
2. Ir al baño
3. Cuidar sus cosas
4. Jugar con otros niños
5. Saber su nombre completo, su dirección, y su número de teléfono
6. Aprender a ir directamente de la escuela a la casa
7. Practicar reglas de seguridad

Ustedes pueden ayudar a su niño a conocer la comunidad:

1. Llevándolo a dar recados en la vecindad
2. Llevándolo a ver lugares interesantes
3. Escuchándolo cuando habla de sus experiencias

Ustedes pueden interesar a su niño en libros y lectura:

1. Leyéndole
2. Animándolo a relatar cuentos que oye
3. Apreciando el trabajo que trae a su casa
4. Seleccionando y limitando programas de televisión

Ustedes pueden ayudar a su niño de primer grado:

1. Gozando de la lectura de cuentos y poemas en compañía de él
2. Escuchándolo y contestando sus preguntas
3. Dejándolo hacer cosas por sí mismo
4. Proporcionándole materiales para juegos constructivos
5. Llevándolo a paseos por la ciudad
6. Animándolo a usar la biblioteca
7. Visitando las salas de clase
8. Familiarizándose con el programa de la escuela

HOME INTERVIEW

1) Child's name _____ 2) Age _____

3) Birthdate _____ 4) Birthplace _____

5) Address _____ 6) Phone _____

7) Father's name _____ 8) Mother's name _____

9) Names of brothers and sisters Ages Schools

1. _____ ____ _____

2. _____ ____ _____

3. _____ ____ _____

4. _____ ____ _____

5. _____ ____ _____

6. _____ ____ _____

10) Father's occupation _____

11) Does family speak English? _____

12) What does (child's name) like to do? _____

_____

_____

13) Who are his/her friends? _____

_____

14) Is (child's name) well? _____

15) Is he/she under a doctor's care at the present time? ___

16) Is he/she sick often? ____ (17) Does he/she have any special medical problems? _____

18) Is there any chronic illness in the home? _____

19) Family doctor _____

20) Would the parents be willing to let the teacher and children come into their home one day a week for school?_____

21) Is the mother willing to work with the teacher in learning teaching techniques for her own children?_____

_____

22) What do the parents do with the children?_____

_____

23) Do the parents read to the children?_____

24) Do they play games with the children?_____

25) Where does the family go for recreation?_____

26) Are there books in the home?_____

27) Are there other educational materials such as newspapers, books, magazines, puzzles, etc. in the home?_____

_____

28) Does the family watch TV?_____ 29) What programs do they watch?_____

30) Does the child nap?_____ What time?_____ How long?_____

31) What time does the child go to sleep at night?_____

* * * * * * * * * * *

IN CASE OF AN EMERGENCY CONTACT:

DOCTOR'S NAME:_____ ADDRESS:_____

_____

PHONE:_____

If mother or father cannot be contacted, please contact:

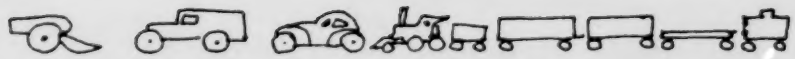
_____ _____

Name Address

_____

Phone

GUIDES IN WORKING WITH CHILDREN



TEACHING TECHNIQUES ARE BASED ON UNDERSTANDING

1. State suggestions or directions positively instead of negatively.

   Examples: a. "Let's see if Sue can catch your ball," instead of "Don't hit the window."

   b. "Give me the ball to hold while you are climbing," instead of "Don't climb with that ball in your hands."

2. Give the child a choice only when you intend to leave the situation up to him. Do not ask a child if he wants to do something that is necessary for him to do. This technique especially applies to routine situations.

   Example: "It is time to come in," instead of "Do you want to come in?"

3. Use only words and tone of voice that will help the child feel confident and reassured; he should not feel afraid, guilty, or ashamed. Avoid, in any way, labeling the child good or bad.

   Example: A child is annoying a group playing with dolls. Instead of reproving him, make a suggestion that will help the child become part of the group: "Johnny would make a good daddy," or "Johnny can bring the groceries."

4. In any competition someone always loses and is likely to feel hurt and resentful. Even the winner may be afraid of failing next time. Children should not feel that their chances for getting attention and approval depend on being first, "beating," or being best. They should feel sure of acceptance whether they succeed or fail.

   Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

5. Speech conveys feeling as well as ideas. Children are sensitive to tone quality. Adult tightness of voice can reveal annoyance, uncertainty, or fear. Avoid calling or shouting to a child across a play area. Instead, go to the child to talk or give directions.

6. To redirect a child wisely requires understanding of why he is acting as he does.

   Redirection is likely to be most effective when it is consistent with the child's own motives or interests.

   Examples:
   a. If a child throws a ball dangerously near a window, suggest a safer place to enjoy his game of ball.

   b. If a child throws something dangerous because he is angry, suggest an acceptable outlet for angry feelings (pounding with a hammer, kicking cardboard cartons, or using clay or paints).

7. Avoid making "models" in any art medium for the children to copy. Adult participation in any play should be on the child's level.

8. Give the child the minimum of help so that he can have the maximum chance to grow in independence.

   Examples:
   a. Do not hold the child on your lap if he needs help in dressing. Give him full opportunity and time to help himself.

   b. Instead of lifting the children on or off equipment, let them climb by themselves.

9. Do not repeatedly make suggestions or give directions to a child in order to attain his cooperation. Instead, reinforce a suggestion or direction with other techniques such as:

   a. A glance at the right moment.

   b. Moving nearer the child or starting an activity with him.

   c. Telling the child that he will have time to finish what he is doing before changing activities.

   d. Offering to help the child finish what he is doing.

   Example: "It is time to come inside; I will help you park your tricycle."

10. The timing of suggestion or redirection is important. A group functions more smoothly under a skillful teacher because of all the things that never happen.

Example: Help at the right moment may be necessary before something happens: a supporting hand before the child loses his balance and falls, arbitration before two children come to blows over a wagon, or suggesting a new activity before the group grows tired and becomes disorganized. In helping a child with his wraps, be sure he has sufficient opportunity to enjoy the process of doing something for himself, but step in before he becomes frustrated.

11. Be alert to the total group situation. Use the most strategic positions for supervising.

a. Place yourself so that you can observe the entire group instead of just one child or a small group.

1) Safety requires an alertness to all areas.

2) Experiences are enriched when a teacher is aware of all children.

Examples: a) With a smile encourage a shy child to participate in a story group.

b) Forestall trouble by noticing the child who is ready to change activities before his lack of interest disrupts the play of others.

b. Sitting rather than standing frequently improves effectiveness of supervision.

1) It is easier to help a child when you are sitting on his level.

2) Children feel freer to approach an adult who is sitting.

3) Observation is more unobtrusive if you are sitting.

c. Adults should avoid gathering in groups.

1) Groups call attention to the number of adults present.

2) Groups of adults limit the child's feeling of freedom.

3) Groups of adults increase the child's tendency to feel self-conscious or to play for attention.

4) When adults gather in groups, they are distracted from paying attention to the children.

d. Where one stands or sits is important in preventing difficulties.

1) Sit between two groups so that one group does not interfere with the other.

2) A suggestion you give in a conflict situation is likely to be more effective if it is reinforced by your presence. Stay quietly near after the suggestion has been made.

SETTING LIMITS THAT SUPPORT THE CHILD'S GROWTH

1. Set only necessary limits. Too many limits imposed too early breed resistance and hostility rather than acceptance.

2. When limits are necessary, they should be clearly defined and consistently maintained.

3. Be sure the child understands the limits. State limits in simple concrete language rather than in general terms.

Example: If a child is bothering another child during book time on the rug, say "Bill wants to read his book now. You may get a book of your own from the table."

4. Be consistent without being inflexible or afraid.

a. When you make a mistake in setting a limit, you should shift to a position which takes into ac-

count a child's emotional readiness to accept the limit.

b. It does not help a child if you shift to a different position because you may be afraid or unwilling to handle the consequences of your stand.

5. Adapt limits to the needs of the individual, taking into account his age level, his physical condition at the moment, and his feeling of adequacy in the situation.

6. Respect the child's feelings; shaming, blaming, or frightening him shows a lack of respect for his feelings.

Example: John has been riding a tricycle for a long time. Tom has been waiting for the trike. John resists the suggestion that it is Tom's turn. You might say to John, "I know you want to ride the trike some more, but it is Tom's turn now. Let's ask him if you may have the very next turn."

SUCCESSFUL GUIDANCE DEPENDS ON GOOD INTERPERSONAL RELATIONSHIPS

1. If the child has confidence in the adult and feels accepted, he can accept limitation by that adult.

2. It is important to build a relationship with the child in which there is confidence before you act in a limiting way. This relationship helps to prevent fear and resentment on the part of the child. It takes some children longer than others to feel comfortable with adults.

3. The ability of children to accept limitation from a teacher varies with the relationships the teacher has with them.

An unfamiliar person may use the same methods as someone who has been working with the child, but because the new person may not yet have built a relationship of confidence, the child may not cooperate with her in the same way. This type of reaction to new people is common.

4. Good relationships are never built on methods of control which depend on fear of loss of love.

Examples: a. "Mother won't love you if you act like this."

b. "I'll have to go off and leave you if you don't hurry."

5. Exploiting a feeling does not build sound relationships.

Example: Tommy enjoyed feeling responsible and important by helping put toys away or by doing other small jobs in the nursery school. As a result, the teacher frequently encouraged his help. Because his feeling was exploited, he eventually lost interest in helping.

6. Good relationships are not necessarily threatened when a child resists. A child needs to feel strong enough to assert himself with adults. A child really accepts limits when he feels that he can either accept or reject them.

7. Resistance may be the beginning of a better attitude toward authority on the part of a child.

Often a child who is unusually cooperative and seldom shows resistance is only holding his natural feelings inside. It is a healthy sign when he feels free enough to show his resistance. He is indicating that he needs adults who accept and understand his feelings.

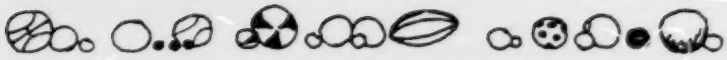
8. Adults may be unaware of the numerous interferences a child may meet in the course of a day. A good teacher needs to be aware of unintentional limiting and interferences.

Teachers often interfere because they are thinking in terms of standards rather than the child.

Example: A shy child has needed to spend many days watching and getting used to an unfamiliar school situation. Finally he has built enough courage to try one of the activities, painting at the easel. If his teacher suggests that he wear a smock at this point, the child may retreat.

9. A child must express his resentment toward numerous limitations before healthy growth takes place. If you can accept the fact that these feelings must be expressed, then you will not be disturbed by the child's behavior even if he appears to be moving backwards. If a child is given time to unload negative feelings, express these feelings, and through this process gain assurance, you can later help him feel responsible for his behavior and the way it affects others. You can then help him accept reasonable limits and substitute self-direction within these limits for imposed direction.

Daily Lessons

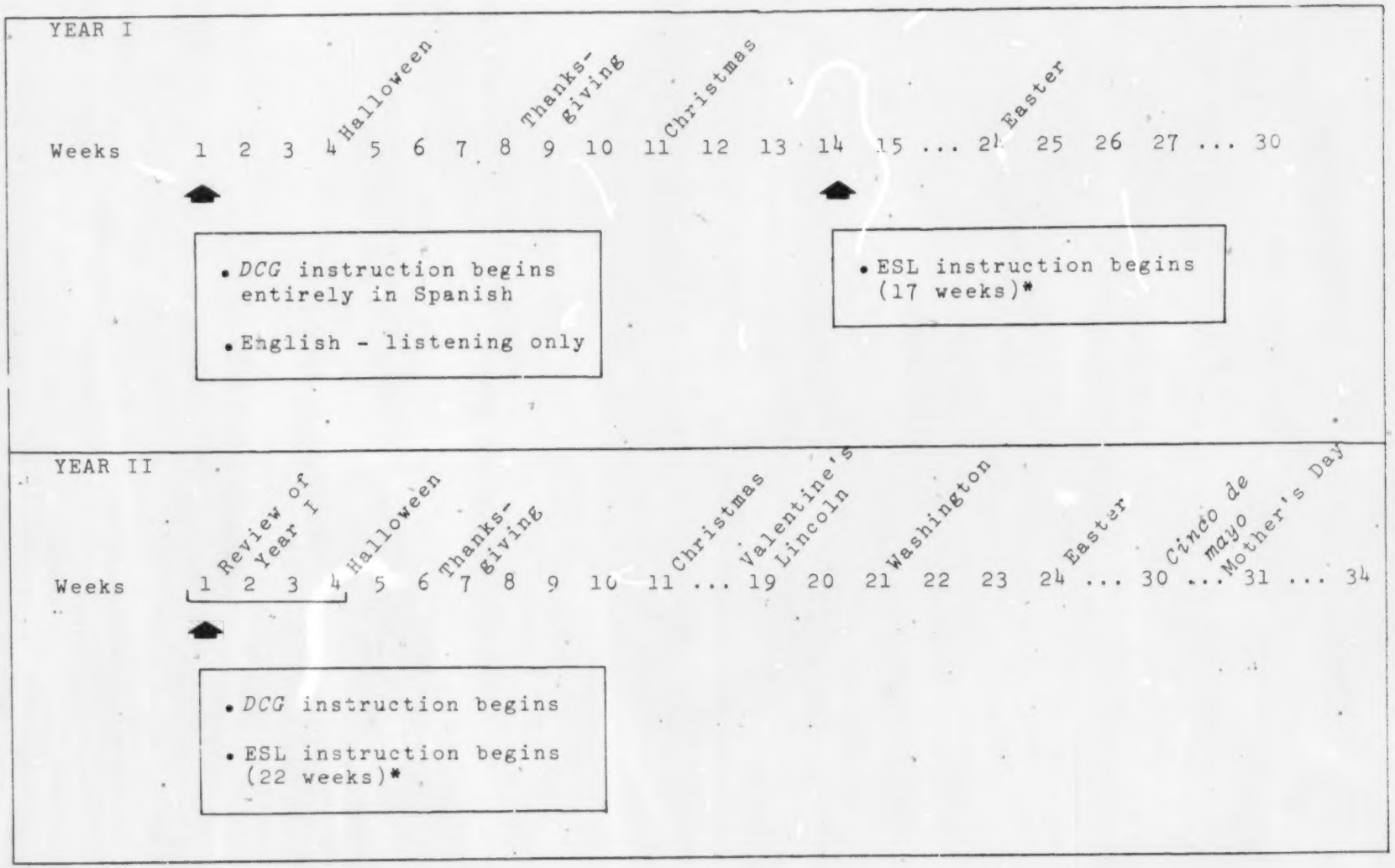


DAILY LESSON PLAN

After the first six months of the program, approximately half the activities should be conducted in English and half in Spanish.

ACTIVITY	APPROXIMATE TIME ALLOTTED	LANGUAGE
Greetings	5 minutes	Spanish or English
Singing	15 minutes	Spanish and/ or English
ESL Lesson	30 minutes	English
Exercise or action song; game; free play; etc.	15 minutes	Spanish and/ or English
The Daily Curriculum Guide instructional objectives activities	30 - 45 minutes	Spanish and one activity in English
Singing; exercise and action songs, games; large muscle coordination; etc.	15 minutes	Spanish
ESL Review	20 minutes	English
Good-byes	5 minutes	Spanish or English

COORDINATION OF *THE DAILY CURRICULUM GUIDE* AND THE ESL CURRICULUM


YEAR I
Weeks 1 2 3 4 Halloween 5 6 7 8 Thanks-giving 9 10 11 Christmas 12 13 14 Easter 15 ... 24 25 26 27 ... 30
• DCG instruction begins entirely in Spanish
• English - listening only
• ESL instruction begins (17 weeks)*
YEAR II
Weeks 1 Review of Year I 2 3 4 Halloween 5 6 7 Thanks-giving 8 9 10 11 Christmas ... 19 Valentine's Lincoln 20 21 Washington 22 23 24 Easter ... 30 Cinco de mayo ... 31 Mother's Day ... 34
• DCG instruction begins
• ESL instruction begins (22 weeks)*

* There are fewer weeks of instruction in the ESL program since many lessons may need to be repeated to ensure mastery of patterns.

GENERAL PROCEDURES FOR DAILY LESSONS

- Structured Learning - With three-year-olds and new four-year-olds, you will spend the first month or so getting them accustomed to structured learning--sitting quietly for a story, answering questions in turn, working in a group, and following a regular daily routine.

- Greetings - Greet each child when you pick him up at his home. After all the children are in the assigned home, have each one of them greet all the others. Also have them all greet the Host Mother, shake her hand, and thank her for the use of her home that day.

- Group Organization - Seat the children on a sofa, the floor, or at the kitchen table, or have them stand to work on lesson activities. Change their positions with each new activity. Try to keep yourself at their eye level; however, change your position when it will help keep their attention. You may want them to stand when singing, to sit on the floor in a semicircle around you for story-telling, or to sit on a sofa for review of colors and shapes.

- Free Drawing - When the lesson calls for free drawing, allow the children to work at their own pace. Do not ask unnecessary questions about what they are doing if it means interrupting concentration and enjoyment. Do not insist the children draw within lines or select certain colors. When all the children have finished, ask each one to describe his picture, and praise him for his work.

- Rhythmic Activities - These activities will help the children become aware of rhythm in music; will give them a chance to experiment keeping rhythm with instruments (the children will make some of their own instruments); will give them a rest from structured learning; and will help develop small and large muscle coordination while they play and dance.

- Tasting Experiences - The children have many opportunities to taste new foods; to develop vocabulary to describe the tastes, colors, and textures; and to identify certain foods with their corresponding cultures.

- Outside Activities - These activities are planned at regular intervals throughout the curriculum to give the children a rest from the structured learning activities; to allow time for small and large muscle development; and to teach organized games, such as races and relays.

- Host Mother - At first the host mother may have eyes for her child only, so gradually give her more and more opportunities to assist you with all the children. Teach her how to picture-tell a story, how to work with an educational game, how to lead a song or dance. Then, when she feels comfortable, let her take over the class for one or two of the day's activities.

- Permission Slips - At the beginning of the school year, collect signed permission slips from the parents to cover transportation for field trips specified in the curriculum. The slips should also include incidental and emergency transportation.

- Puzzles - Allow the children to discover for themselves how the puzzles fit together. (Don't work the puzzles for them.) Allow them to leave the puzzles to do another small muscle activity. Then, bring the puzzles another day to let them try again. As children are working, circulate, and ask them questions regarding the puzzles. Puzzles also provide a good opportunity to review colors, shapes, etc.

- Mexican American and United States Cultures - Especially for second-year children, English is usually used to discuss activities about United States culture and Spanish, to discuss activities about Mexican and Mexican American culture.

- Good-byes - Have all the children say good-bye to the Host Mother, shake her hand, and thank her for the use of her home. Tell the children where they will have class the next day. Have the children say good-bye when they are dropped off at home.

LESSON EVALUATION

This form can be used for weekly evaluation. Keeping daily records will help pinpoint both trouble areas and progress. Discussion during the evaluation period will help you better prepare and present your daily lessons.

Date_____ Home Tutor_____

Year I II (Circle one) Week_____

Questions	Monday	Tuesday
1. Were the objectives of the lessons met? State the areas in which the children might be deficient.		
2. Were there any behavioral problems? If so, what solutions were applied?		
3. In what activities did the host mother participate? What did you ask her to do? What did you accomplish in the home visit after class today?		

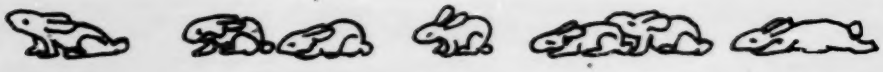
LESSON EVALUATION
(page 2)

Date_____ Home Tutor_____

Year I II (Circle one) Week_____

Questions	Wednesday	Thursday	Friday
1. Were the objectives of the lessons met? State the areas in which the children might be deficient.			
2. Were there any behavioral problems? If so, what solutions were applied?			
3. In what activities did the host mother participate? What did you ask her to do? What did you accomplish in the home visit after class today?			

The Daily Curriculum Guide



RATIONALE AND PROGRAM OBJECTIVES

Rationale - *The Daily Curriculum Guide* is based on a language maintenance model in which Spanish is used as a means to develop basic concepts, skills, and attitudes.

Program Objectives (See the section "Instructional Objectives and Activities" for more information in these areas.)

I. Cognitive Skills

- A. Language Development
- B. Concept Formation
- C. Perceptual Development

II. Psychomotor Skills - Motor Skills

III. Affective Domain

- A. Self-Awareness
- B. Positive Self-Concept
- C. Health and Safety
- D. Community Awareness
- E. Cultural Awareness

EXPLANATIONS AND DEFINITIONS OF TERMS

- Language development (Spanish and English) - Your first goal is to encourage the children to speak as much as possible. You are the model for correct speech so use words appropriate for their level and talk about things that interest them. You will want to give them incentives for talking. The activities in the curriculum will give the children new experiences, stories, field trips, etc., and the vocabulary to express themselves.

- Use exact language. Blocks are not simply big or small, but are called longer, longest, shorter, shortest. They can also be fully described--the smallest square.

- A child asks "What's that?" Answer, "That animal is a squirrel," instead of just, "Squirrel."

- Use nouns instead of pronouns so the children will understand directions more easily and will increase their vocabularies. Say, "Roll the ball to me," instead of, "Roll it to me." Say, "Find the square that matches this yellow square," instead of, "Find the one which matches."

- When a child makes a mistake while talking (example: "He done it"), gently echo, "Yes, he did it."[3]

- A concept may be conceived as a reduction of related experiences or events to a basic idea or pattern.[4] The child, for example, learns the concept of blueness when he is able to select a blue balloon or a blue ball or a blue wagon from similar objects of different colors. When he makes this conceptual response, he is abstracting the blueness from other properties of the objects, like size, shape, or function. Similarly the child learns the concept triangle when he distinquishes triangles of various shapes (right, isoceles, scalene, equilateral, and obtuse) from other geometrical forms. Or he learns the concepts right or wrong when he discriminates between socially approved and disapproved behaviors.[5]

- Concept-formation - forming abstract ideas (concepts) and thinking in terms of these abstractions. Concepts can be (1) relationships (ideas about the relations among things, such as relative size) or (2) categories used in classifying things (such as kinds of animals or kinds of fruits).

- Perception - Defined in the broadest sense, perception is observing, drawing meaningful conclusions about, and doing something with an object or objects in the environment. Awareness of the world is the most basic aspect of perception for the child, so you will want to provide as many opportunities as possible for him to use his senses--vision, hearing, taste, smell, and touch. His senses and perception are important sources of information for his thought processes. For example, a child "thinks" with his hands when he touches sandpaper, a furry dog, or modeling clay.

- Positive Self-Concept - a realistic but basically positive view of oneself. A child with a healthy self-concept likes himself, his family, and his culture; he believes that what he thinks, says, and does makes a difference; he has confidence in himself; and he is willing to take prudent risks.

- The cognitive domain includes behaviors which place primary emphasis on the mental or intellectual processes of the learner: knowledge, comprehension, application, analysis, synthesis, and evaluation. An example of behavior in the cognitive domain would be demonstrating knowledge of multiplication tables through twelve.

- The affective domain includes behaviors which primarily emphasize attitudes, emotions, and values of the learner and which are usually reflected by interests, appreciations, and adjustments. The affective domain is a more nebulous area than the cognitive domain, but is perhaps ultimately more important in the educational process. An example of behavior in the affective domain would be responding positively to a presentation of classical music.

- The psychomotor domain includes behaviors which place primary emphasis on neuromuscular or physical skills and which involve different degrees of physical dexterity. An example of behavior in the psychomotor domain would be "naturalization" of the skill of typing.[6]

SOME HELPFUL COMMENTS

- The activities in *The Daily Curriculum Guide* and the ESL curriculum are not designed to be, at every point in time, mutually reinforcing. The ESL program is designed primarily to give children meaningful sentence pattern practice and secondarily to develop vocabulary. *The Daily Curriculum Guide* is designed for perceptual, developmental, and

conceptual skill-building using Spanish as the medium of instruction. Therefore, the daily lessons in the two programs are not parallel.

- Our experience shows that once a child grasps a concept and masters corresponding Spanish vocabulary, he can acquire the English vocabulary without much difficulty, readily accepting that there are other ways to name objects, concepts, etc.

- In *The Daily Curriculum Guide*, the detailed scripts in English and Spanish are designed for bilingual paraprofessionals who may refer to them for information on procedures, techniques, sequencing, class organization, and vocabulary.

- The Mexican American cultural activities in *The Daily Curriculum Guide* can be easily altered to reflect regional cultural influences.

Year II of *The Daily Curriculum Guide* has more Mexican-American cultural activities than Year I. Adapt first-year lessons to include more cultural activities according to your needs.

- Sequencing in *The Daily Curriculum Guide* is based on a school year beginning in September and ending in June. The lessons, therefore, include, in proper sequence and at proper intervals, the holidays and seasons (described as they are in California). So, a Migrant Education Summer Day Camp, for example, would have to adapt the lesson sequencing.

- If you are using both the ESL program and *The Daily Curriculum Guide, Year II*, you may wish to start the ESL component a week later than the Spanish daily lessons. This method will (1) give new students with no previous ESL training a chance to adjust to a formal learning environment and (2) allow time for returning students to readjust to a comfortable Spanish-speaking environment.

- The first two components of the Instructional Objectives Model are as follows:

  Who will achieve the objective?

  and

  What specific activity or behavior is to be achieved?

These two facets are included in the next section of this book "Instructional Objectives and Activities." Your program may wish to develop the remaining components:

> How (under what conditions) should the activity be achieved?
>
> and
>
> How well (evaluation) should the activity be achieved?

You can base these two components on program goals and objectives, taking into consideration other important factors: culture, socioeconomic setting, center or home-teaching program, number of children, etc. In addition, your program may wish to develop performance objectives for project mothers.

- For information on the criterion-referenced evaluation instruments developed and used by the Spanish Dame Project, see the section "Evaluation Instruments" in the manual *Planning the Program with the Home Tutor*.

INSTRUCTIONAL OBJECTIVES AND ACTIVITIES

Unless otherwise indicated, Instructional Objectives and Activities are introduced in Year I and continued, reinforced, and expanded in Year II.

COGNITIVE SKILLS

A. Language Development

Need -- Research shows that an equal or better command of English is achieved if the school begins with the native language as the medium of instruction. Spanish-speaking preschool children need to continue acquisition of their home language in order to acquire effective command of English at a later time.

Program Objective - to maintain and improve the Spanish listening, comprehension, and speaking skills of preschool children whose first language is Spanish.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will be able to: 1. Communicate using complete words, phrases, sentences; 2. Verbalize spontaneously;	Storytelling; memorizing rhymes, poems, songs, finger play songs; discussions; retelling stories; Peabody Language Development Kit; telephone conversations; puppets on a stage.	Objectives Nos. 1-8: SE TO

* Evaluation Code: SE = Test of Vocabulary and Concept Comprehension (Spanish and English) found in *Planning the Program with the Home Tutor.*
TO = Teacher Observation

COGNITIVE SKILLS

A. Language Development (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
3. Use singular and plural forms; 4. Use correct masculine and feminine forms; 5. Use past and future tenses; 6. Listen carefully to a question and respond with answer he believes is correct; 7. Recall sequence of events; 8. Listen carefully and follow directions; 9. Use newly learned vocabulary in spontaneous speech; 10. Recite rhymes, finger play songs, songs, poems; 11. Verbalize in stories, dramatizations, and puppet play; 12. State questions using correct questions word. (*¿Quién?, ¿Cuándo?, etc.*)		Objectives Nos. 9-12 TO

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation

Need - By the time Spanish-speaking children start school, they have mastered 80% of t[he] sound system and grammar of Spanish - the language they use as a mea[ns] to form concepts. When English is used as the only medium of instruction, they are forced to interrupt their concept-building progress until English is acquired.

Spanish-speaking preschool children need to continue concept-building in Spanish.

Program Objective - to provide a learning environment which stimulates and improves concept-formation skills, using Spanish as the medium of instruction.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will be able to: 1. Colors - Identify and match Year I Red, Green, Yellow, Purple, Blue, Pink, Orange, White Year II Brown, Lavender, Black	Working with flannel, paper, playdough, balloons, paint, crayons, puzzles, fruits, vegetables, stacking rings, stringing beads, blocks, chalk, dittos, books, children's clothing; colors in the room; colors of furniture, sky, grass, river, foods, color wheels, magazines; discussions, games.	Objective No. 1: SE TO

* Evaluation Code: SE = Test of Vocabulary and Concept Comprehension (Spanish and English) found in *Planning the Program with the Home Tutor.*
TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
2. <u>Shapes</u> - identify and match Year I Circle, Square, Oval, Triangle, Rectangle, Diamond Year II Heart, Star	Working with flannel, paper, foods, puzzles, blocks, books, dittos, Fit-a-Shape, peg boards, place mats, cookie cutters, Ringa-Majigs, parquetry blocks, children's clothing, objects in the room, flannel board cutouts, household objects; discussions; games.	Objective No. 2: SE TO
3. <u>Numbers</u> Year I (a) rote count from 1 to 10. (b) count objects to 10 (one-to-one correspondence). Year II (c) match, identify, reproduce sets up to 10.	Counting objects, flannel and paper figures, pennies, beans, blocks, chips, candies, pegs; books; stories (e.g., *The Three Bears)*; stringing beads; plastic links; counting songs, rhymes; poems; calendar; games; Phono-Viewer records; discussions; counting body parts; bean bags; clothespin drop.	Objective No. 3: SE TO

* Evaluation Code: SE = Test of Vocabulary and Concept Comprehension (Spanish and English) found in *Planning the Program with the Home Tutor.*
TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
4. Size - recognize and demonstrate by object manipulation understanding of comparative and superlative forms of *big, small; short, long.*	Comparing heights of students; books; stories (e.g., *The Three Bears)*; discussions; blocks; stacking rings; puzzles; games; plastic links; Fit-a-Shape; Ringa-Majigs.	Objective No. 4: TO
5. Measurement - discriminate between *long-short; tall-short; thick-thin.*	Measuring each child's height at beginning and end of year; discussions; books; object manipulation; cooking.	Objective No. 5: TO
6. Quantity - demonstrate an understanding of *a lot-a little; all-none; more than-less than; few-many.*	Object manipulation; books; discussions; cooking.	Objective No. 6: TO
7. Volume - discriminate between conditions of *empty-full; fuller than-less than.*	Cooking experiences; discussions.	Objective No. 7: TO

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
8. Position, Location, Space, Distance - demonstrate an understanding of *up-down; stand-sit; in front of-behind; first, next, last; near-far; inside-outside; here-there; through-in; backwards-forwards; on-off; in-out; in the middle-between; over, above, on top; under, below, bottom; left-right; side, beside, next to; around.*	Games; songs; rhymes; flannel figures; discussions; Positions in Space (Owen); position pictures; children positioning themselves *on, under, beside, around* each other and furniture; exercising; dances.	Objective No. 8: TO
9. Motion - demonstrate an understanding of these concepts: (a) How: *in-out; up-down; stop-go; open-close; walk; run; slide; swim; wiggle; fall; stand; dance; crawl; hop-skip-jump; roll; bounce; float; fly; back-forth; turn.* (b) Speed: *fast-slow; stop-go; no motion.* (c) What makes things move: *push, pull, lift, throw, carry, kick, drop, blow.*	Outside play; games; books; discussions; dances; action songs; stories; pretending to be animals; role playing; exercise.	Objective No. 9: TO

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
10. <u>Time</u> - demonstrate an understanding of *weekend, yesterday, today, tomorrow, long time, short time, later, noon, soon, before, after, now, night, day, afternoon, evening, this week, last week, next week, breakfast, lunch, dinner, fall, spring, summer, early, late, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, holidays, birthdays.*	Year I Discussions; stories; books; songs; games; dances. Year II Calendar; dittos; flannel stories.	Objectives Nos. 10-11: TO
11. <u>Weather and seasons</u> - identify cold and warm days; identify appropriate clothing for temperature; identify pictures of weather conditions and seasons.	Pictures; Pepito, the Weatherman; Seasons, We Dress for the Weather (Instruct.); songs; records; flannel stories; stories; books; walks in the neighborhood; art activities; discussions.	

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

B. Concept Formation (cont.)

INSTRUCTIONAL OBJECTIVES		ACTIVITIES	EVALUATION *
12. Science - explain how animals live and plants grow; understand physical properties of objects; observe floating objects; blow bubbles in water; make mobiles; understand *hot-cold*.	Year I	Books; stories; flannel stories; discussions; records; Phono-Viewer programs; Science Themes, Pets Teaching Pictures (Cook); cooking and tasting experiences; magnets; hammers, nails; wooden blocks; working with liquids, solids; working with pipe sets, wrenches; observation; magnifying glass; discussions about weather.	Objective No. 12 TO
	Year II	Planting radish seeds.	

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

C. Perceptual Development

Need - Spanish-speaking preschool children need to continue development of perceptual acuity (sharpness) using Spanish as the medium of instruction.

Program Objective - to provide a learning environment which stimulates and improves perceptual acuity using Spanish as the medium of instruction.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (summarized)	EVALUATION *
Each child will be able to: 1. Kinesthetic - Tactile Discrimination - identify and/or discriminate: (a) Texture: *hard-harder; soft-softer; slippery; dry-wet; solid-liquid; smooth-rough; sticky; spongy; elastic-firm.* (b) Temperature: *hot-cold; warm-cool; sunny-foggy; cloudy-windy; rain-snow.* (c) Weight: *heavy-heavier; light-lighter.*	(a) Object manipulation; foods; observation; discussion; Feely Box; play-dough; objects in the home; finger painting; clay. (b) Discussions; neighborhood walks; books; stories. (c) Weighing the children; object manipulation and weight comparison.	Objective No. 1: TO

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

C. Perceptual Development (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES		EVALUATION *
2. <u>Taste-Olfactory Discrimination</u> - identify and/or discriminate between: *sweet, sour, salty, spicy.* Identify common odors in foods. Taste the foods listed under Activities.	Year I	Tasting fruits, vegetables, beans, cornmeal, pastas, watermelon, cantaloupe, gelatin, pudding, pumpkin, popcorn, coconut, peanuts, milk, hot chocolate, candy, bread, toast, sugar, cinnamon, butter, juices, graham crackers, corn chips, cheese, crackers, cookies, raisins, muffins, tortillas, salted water vs. clear water; smelling odors around the neighborhood.	Objective No. 2: TO
	Year II	Tasting pumpkin seeds, walnuts, eggs, vegetable soup, grape Kool-Aid, chocolate milk, *empanadas, pinole.*	

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

C. Perceptual Development (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
3. <u>Visual Discrimination</u>		Objective No. 3: TO
(a) Distinguish: conditions of light (*bright, dim, dark*) likeness-difference in objects, sets, animals, shapes, sizes, tastes, smells.	(a) Books; dittos; photographs; magazine photos; clothing; puzzles; cooking; parts of the body.	
(b) Perceive relationships between objects and classify by color, size, shape, form, texture.	(b) Classifying and labeling foods, clothing, people, household objects, animals.	
(c) Successfully work puzzles of not more than ten pieces.	(c) Puzzles.	
(d) Perceive wholes or missing parts of objects and identify missing parts.	(d) Stringing beads; flannel face parts; puzzles; cuting fruits and vegetables; stacking rings; parquetry blocks.	
(e) Identify proper sequence of events and sequence of graduated sizes.	(e) Stacking rings; discussions; sequence cards; days of week; rote counting; working with sets; dittos; stories; flannel stories; books.	

* Evaluation Code: TO = Teacher Observation

COGNITIVE SKILLS

C. Perceptual Development (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
3. Visual Discrimination (cont.)		Objective No. 3: TO
(f) Reproduce patterns.	(f) Stringing beads; pegs and peg boards; parquetry blocks.	
(g) Perceive space relationships.	(g) Space Relationship Cards (Bradley)	
4. Auditory Discrimination		Objective No. 4: TO
(a) Understand the concept of sound and the absence of sound.	(a) Music; discussion; rhythm instruments; songs.	
(b) Discriminate between and demonstrate an understanding of conditions of sound: *soft-loud*; *quiet-noisy*.	(b) Music; discussion; rhythm instruments; songs.	
(c) Discriminate between and identify various sources of sounds: sounds made by animals, sounds in the neighborhood, and sounds in and outside the home.	(c) Field trips; walks; records.	
(d) Reproduce sound patterns.	(d) Rhythm instruments; song melodies; rhymes, poems.	

* Evaluation Code: TO = Teacher Observation

PSYCHOMOTOR SKILLS - MOTOR SKILLS

Need - Preschool children need to develop coordination.

Program Objective - to provide an environment with materials and equipment for small and large muscle development.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will: 1. Small muscle coordination - have varied opportunities to exercise small muscles while doing the activities listed.	Pasting; modeling with clay, playdough, glop; painting; coloring; stringing; drawing; cutting with scissors; tracing; lacing; buttoning; snapping; building with blocks; finger plays; educational games; making paper chains, piñatas, clothespin drop; puzzles; art activities.	Objective No. 1: TO
2. Large muscle coordination - have varied opportunities to exercise large muscles while doing the activities listed.	Playing on playground equipment; hammers and nails; ball play; jump ropes; games; balance boards; punching clown; dances; action songs; bean bag toss.	Objective No. 2: TO

* Evaluation Code: TO = Teacher Observation

PSYCHOMOTOR SKILLS - MOTOR SKILLS

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
3. <u>Directionality</u> - be able to distinguish: *Left to right* *Top to bottom* *Front to back*	Games; discussions; books; stringing beads; pegs and peg boards; flannel board shapes and cutouts; Sequence Cards (Bradley).	Objective No. 3: TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

A. Self-Awareness

Need - Spanish-speaking preschool children need to identify themselves by positive interaction in their environment.

Program Objective - to provide a learning environment to develop self-awareness.

INSTRUCTIONAL OBJECTIVES		ACTIVITIES (Summarized)	EVALUATION *
Each child will be able to identify body parts and name their functions, identify himself as a boy or girl, greet adults and children appropriately, say his full name, recognize his written name, identify himself with Mexican American and U.S. cultural components, name ways he can help his parents at home, clean up after play or meals, identify articles of clothing, and name the members of his family and the rooms of his house.	Year I	Drawing paper faces of self; mirrors; identifying body parts; pictures; books; games; stories; discussions; name tags; photographs of project children; dramatic play; pretending; role playing; playing house; toy dishes; dress-up clothing; dressing dolls; drawing self; discussions on brushing teeth, going to bed, family members, friends, getting up, greeting others; daily teacher praise; teacher recognizing something unique in each child and telling him so.	TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

A. Self-Awareness (cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	EVALUATION *
	Year II Discussions on helping mother, helping others, taking turns, sharing, health and safety, body parts; outline drawing of each child's body; painting body drawings; making hand prints in paint, measuring height and weight of each child; Understanding Our Feelings (Instructo); teacher praise.	TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

B. Positive Self-Concept

Program Objective - to provide a learning environment; to develop positive self-concepts.		
INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will have opportunities to develop a realistic and positive view of himself.	Teacher plans and adjusts activities to meet each child's current abilities, thereby allowing him to experience success while also consistently increasing the challenge to the student. Teacher talks about each child emphasizing the good qualities of his unique personality, telling the other children about his personal experiences and background, and praising him. Teacher lets each child know that he makes a valuable contribution to the group, that he does not have to earn acceptance by succeeding in activities: he is liked for himself. Discussions, stories, books, records about hero personalities from both cultures with whom the children can identify.	TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

C. Health and Safety

Program Objective - to provide a learning environment which develops an awareness of health and safety practices.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will be able to: 1. Health - wash and dry his hands without help; use the toilet without help; put on and take off his sweater and coat without help; button, zip, and tie his clothing without help; brush his teeth and hair; identify appropriate clothing for seasons and temperature.	Instructo sets; bathing a doll; brushing teeth (demonstration); washing face with cloth (demonstration); stories; household objects lotto; discussions on the importance of nutrition; snap-lace-button game; Food and Nutrition (Cook); songs.	Objective No. 1: TO
2. Safety - cross a street safely; play safely on playground equipment; identify a policeman; give his full name to a policeman; identify and obey traffic signals.	Discussions before field trips; Safety on Streets and Sidewalks (Instructo); discussion about traffic signals, fires, construction sites, safety around the home and neighborhood.	Objective No. 2: TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

D. Community Awareness

Program Objective - to provide a learning environment; to develop community awareness.		
INSTRUCTIONAL OBJECTIVES	**ACTIVITIES (Summarized)**	**EVALUATION ***
Each child will be able to identify pictures of community members; identify pictures of community services; role play duties of community helpers; identify modes of transportation.	Social Development Sets (Cook); Community Helpers (Instructo); puzzles. Field Trips: Year I Grocery store Construction site Pet store Bus station Airport Train station Fire department Neighborhood walks Preschool Lumberyard Parks Zoo Animal farm Beach Kindergarten Field Trips: Year II Tortilla factory *Panadería* Grocery store Pumpkin patch Train station Fire station Post office Neighborhood walks Pet store Library Airport Restaurant Park (lake) Farm School	TO

* Evaluation Code: TO = Teacher Observation

AFFECTIVE DOMAIN

E. Cultural Awareness

Program Objective - to provide a learning environment to develop cultural awareness.		
INSTRUCTIONAL OBJECTIVES	ACTIVITIES (Summarized)	EVALUATION *
Each child will be able to sing songs, recite poems and rhymes, and dramatize plays and stories in Spanish and English; identify Mexican and U.S. artifacts and toys; perform Mexican folk dances; identify pictures or models of the *charro* and *china poblana*, Benito Juárez, Mexican flag, piñata, Mexican leather craft, map of Mexico; identify pictures or models of U.S. flag and map, George Washington, Abraham Lincoln, Santa Claus, Easter bunny, snowman; explain how Halloween, Thanksgiving, Christmas, and Easter are celebrated in Mexico and/or in the United States.	Songs; rhymes; poems; dances; art; music; plays; stories; books; flannel stories; working with artifacts; making piñatas; pictures; dolls; drawing; dittos; maps; flags; discussions; Mexican toys; celebrating major holidays; masks, costumes; discussions and activities related to the following: Year I Halloween Thanksgiving Christmas Easter Year II Halloween Thanksgiving Christmas Valentine's Day Lincoln's Birthday Washington's Birthday Easter Juárez's Birthday May 5th *(Cinco de mayo)* Mother's Day	TO

* Evaluation Code: TO = Teacher Observation

FOOTNOTES

[1]Helen M. Christianson, et al., *The Nursery School, Adventure in Living and Learning,* Boston: Houghton-Mifflin Co., 1961, pp. 46-53.

[2]*Libro guía, programación del trabajo escolar y desarrollo de actividades,* Redondel Plan de Educación Preescolar, Santillana, Madrid, 1970.

[3]Jane Cracraft, "Greeley's New Nursery School," *Potpourri* (JFK Child Development Center), September, 1969: pp. 93-94.

[4]Kenneth H. Hoover, *Learning and Teaching in the Secondary School,* Boston: Allyn and Bacon, Inc., 1972, p. 95.

[5]Howard H. and Tracy S. Kendler, "Concept Formation," *International Encyclopedia of the Social Sciences,* New York: The MacMillan Company and the Free Press, Volume 3, p. 206.

[6]Benjamin S. Bloom, *Taxonomy of Education Objectives,* New York: David McKay Co., Inc., 1956.

MATERIALS DEVELOPED BY THE
SPANISH DAME BILINGUAL BICULTURAL
EDUCATION PROJECT

1. *The Daily Curriculum Guide*--a two-year daily curriculum for preschool Spanish-speaking children. Each daily lesson is written in Spanish and English and gives complete details on the lesson objectives, materials, and activities. The curriculum is based on a language maintenance model in which Spanish is used as a means to develop basic concepts, skills, and attitudes.

2. *Daily Curriculum Supplement*--includes songs, rhymes, stories, ditto patterns, flannel patterns, etc., which are used in *The Daily Curriculum Guide*. A materials list provides a quick reference for planning.

3. *English as a Second Language*--a two-year daily curriculum. Year I is designed for three-year-old Spanish-speaking children, and Year II, for four-year-old Spanish-speaking children. Each daily lesson gives details on objectives, materials, activities, and techniques. The curriculum is based on an audiolingual (aural-oral) approach: a child learns vocabulary and patterns by using spoken language directly related to actual objects or actions in situations which have meaning for him.

4. *Planning the Program with the Home Tutor*--This manual presents an overview of the program and outlines procedures for setting up similar programs. Suggestions for selecting and training home tutors are provided. Evaluation instruments and complete listings of required commercial materials are also included. Narration for the slide-tape presentation appears in this manual.

5. *Instructional Guide for the Home Tutor*--This book provides basic information about *The Daily Curriculum Guide* and *English as a Second Language*. Suggestions about classroom planning and working with children are included.

6. *Cultural Supplement*--a general resource guide dealing with Mexican American culture. Topics include *adivinanzas*, finger plays, dances, important celebrations, stories, songs, legends, etc.

7. *Cassette Tape: Songs*--includes Spanish and English songs which appear in *The Daily Curriculum Guide*. Two vocalists accompanied by piano sing the songs.

8. *Slide-Tape Presentation* (English version and Spanish version)--an audiovisual overview of the program in operation.

Note

The Dissemination Center for Bilingual Bicultural Education is the publisher of all these materials. For information regarding availability of the other titles, contact the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.